



# NASBE NEWSLETTER

National Association of Supervisors for Business Education

Website: <http://www.nasbe.us> (Barb Beadle, webmaster)

## President's Corner.....

### Jean Kyle



On behalf of NASBE it is my pleasure to greet all Business and Marketing education supervisors and others supportive of our profession.

Celebrate CTE week February 12-18, 2006. For a wealth of ideas on how to fully participate, visit the ACTE web site at: [www.acteonline.org/career\\_tech\\_week](http://www.acteonline.org/career_tech_week). This celebration is a wonderful way to let your community know more about CTE and the importance of CTE programs at the local level. This week offers a perfect opportunity to show the many skills and abilities that students achieve in business education courses and programs.

The ACTE National Policy seminar March 6-8, 2006 in Washington, DC offers an exceptional opportunity to get the latest information on what is happening with career and technical education in Washington and offers CTE leaders a chance to share their views with policymakers. This is a chance to make a difference, for details and registration materials visit the ACTE web site: [www.acteonline.org](http://www.acteonline.org). It would be great to see as many NASBE members as possible participate in this important event.

The annual ACTE conference was in Kansas City, Missouri December 7-10. Despite the last-minute relocation of the conference because of hurricane Katrina and the 12 inches of snow that greeted our arrival in Kansas City, it was a successful conference. Members enjoyed a myriad of professional development activities including the chance to network with colleagues from other states.

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*President's Corner, continued from column 1*

NASBE events for the ACTE conference week began with the NASBE RAP session on Wednesday afternoon. We were again fortunate to have Prentice Hall Career and Technology Division as our sponsor for our refreshments, which were spectacular. We were delighted that Brandon Elliott representing Prentice Hall was able to join us for this time of sharing of news from our members from around the country. We were also pleased that Jan Treichel, NBEA Executive Director, Cynthia Greene, NBEA President, Jean Buckley, FBLA CEO, Vickie Thomas, representing BPA attended the informative and beneficial session.

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## President's Corner

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On Thursday conference attendees enjoyed the lively presentation by opening keynote speaker cultural anthropologists Jennifer James who reminded us of that despite a wide diversity of experience and culture there is so much common ground on which to build improvements for students. Throughout the day there many interesting and varied sessions available for attendees to chose from. There was also the vendor exhibits which had much to offer by showing the "latest and greatest" in technology and equipment. Our day concluded with our NASBE Dutch-treat social, which included a fabulous dinner at the legendary Kansas City restaurant the Hereford House. It was a great way to visit informally with other NASBE members and guests and was a highlight of the week.

Friday started with an engaging message by Tom Vander Ark, Executive Director of the Bill & Melinda Gates Foundation's education initiative. The day was packed with additional concurrent sessions and meetings for NASBE and the BED of ACTE. We enjoyed a motivation speaker, humorist Michael Aronin, at the opening BED meeting. On Friday afternoon the BED Awards session honored CTE students, and Award of Merit winners including Mr. Tom Cunningham of Glencoe/McGraw Hill; and outstanding Service Award winners Dianna Carpenter (West Virginia) and Diane Villagomez (Florida).

On Saturday we had another outstanding opening keynote speaker, humorist Mary Feeley who entertained and informed us and set an upbeat pace for the closing day of the conference. Our NASBE business meeting was held, and the election of our incoming slate of officers for NASBE was accomplished. Congratulations to these members: President Kara Burkett, Lee Marcoux, President Elect, Katherine Cliatt, Secretary, Mabel Burchfield and Treasurer, Colleen Hunt. Please join me in thanking these people for their willingness to take a leadership role in our professional organization.

As I near the conclusion of my time as President of NASBE I wish to recognize and thank and my officer team from this year: Debbie Seehorn, Kara Burkett, Katherine Cliatt, Diane Villagomez, Sherry

Franklin for the hours that were given to NASBE and the advancement of business education at all levels. Each of you have given freely of your time and talents to make our organization successful. I am in your debt for assisting me in the accomplishment of our program of work for NASBE. Thanks, also, to our ACTE-BED President Mary Nemesh for her assistance to NASBE, and her work on behalf of the association and business education.

April is right around the corner and that means it is time to prepare for the national conference for business education that is hosted by NBEA in Tampa, Florida. For details on registration visit the NBEA website at: [www.nbea.org](http://www.nbea.org). The preliminary schedule looks promising for conference filled with exceptional professional development opportunities and the chance to participate in NASBE activities and events. One of the highlights will be a keynote Nathan Dungan who will talk about financial literacy which is currently a "hot topic" for most states. Nathan has been a longtime supporter of business education in Minnesota and we are delighted that this will be an opportunity for a larger audience to hear his message.

Whether it is local, state or federal, funding is an issue of basic concern for CTE. The federal funding issue remains unsettled as the Congress has increasingly difficult budget choices to make, including those in education. Each of us must be prepared to do our part to communicate the importance of strong career and technical education systems. We must demonstrate to decision makers through strong evidence that CTE programs are accountable for the investment made. We must show that contextual learning and integrated academic content make an important difference in the quality of education for many students and add value to the quality of life in countless communities.

Best wishes for continued success this year and thank you to all of you for all that you do to move business education to the next level of excellence. As NASBE president for the 2005-2006 year, please let me know of your ideas, issues and concerns for business education



## Obituary Information

### Huland D. Miley Jr.

A lifelong resident of Denham Springs, a retired teacher and **Director of Business Education** with the **Louisiana State Department of Education**, passed away Sunday, January 1, 2006, at his home. Huland was 75. Huland is survived by his wife Paula Miley, 30976 LA Hwy 16, Denham Springs, LA 70726.



Above, from left: Colleen Hunt, Iowa, Denise Roseland, Wisconsin, and Jean Kyle, Minnesota at ACTE in Kansas City



### NASBE Webmaster

Barb Beadle (IN Dept. of Ed.)



Visit the **Lesson Plan Library** at ACTE website for **Business Lesson Plans**:  
[http://www.acteonline.org/resource\\_center/lpl/busi.cfm](http://www.acteonline.org/resource_center/lpl/busi.cfm)

## Outstanding Business Education Student Award Winners

December, 2005 - ACTE  
Colleen Hunt, Awards Chair

### Region One

Secondary Megan Elizabeth Myers – West Muskingum High School; Zanesville, Ohio

Post Secondary Clayton T. Lange – Wright State University-Lake Campus; Celina, Ohio

### Region Two

Secondary Hannah Elizabeth Jefferson – Bracken County High School; Brooksville, Kentucky

Post Secondary No entries

### Region Three

Secondary Melinda McNett – Lincoln High School; Wisconsin Rapids, Wisconsin

Post Secondary No entries

### Region Four

Secondary Charlotte Muse; Lonoke High School; Lonoke, Arkansas

Post Secondary Bradley Neal Howard – Hendrix College; Conway, Arkansas

### Region Five

Secondary Angela Jalene Reynolds, Wood River Rural High School; Wood River, Nebraska

Post Secondary Danielle E. Tolentino, California State University; Fullerton, California

# New Partnership Encourages Innovation and Creativity in FBLA-PBL Members!

## Future Business Leaders of America-Phi Beta Lambda Partners with the Electronic Retailing Association!

There is an amazing **NEW** opportunity for the innovative young “Thomas Edisons” who are members of Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL). The Electronic Retailing Association (ERA), in partnership with FBLA-PBL, has created the Invention Showcase—an exciting new competition that offers America’s youngest inventors a chance to turn their ideas into a reality. This program, another example of the wonderful opportunities available to FBLA-PBL members, is poised for success.

The **Invention Showcase** was announced during FBLA-PBL’s National Fall Leadership Conferences in November and provides FBLA-PBL members an exclusive opportunity to participate in a nationwide invention contest. This contest is looking for the best new product or idea that an FBLA-PBL member thinks he or she could present to a panel of judges for a chance to win \$20,000!

The program, which is accepting invention submissions until March 15, will announce its top 12 finalists in April. These 12 lucky individuals will be flown to Washington, DC, for the final national competition in May. In our nation’s capital, in front of in-

vention experts, FBLA-PBL’s leadership, and the national media, the grand prize winner will be selected and awarded \$20,000 in prize money. In addition, three runner-up contestants will receive \$2,500 each. The contest will have sections for FBLA-ML, FBLA, PBL, and combined advisers/Professional Division Members.

ERA has been helping hundreds of new inventors sell millions of products on TV, on the Internet, and in retail stores. Some of ERA’s members have sold billions of products and are currently multimillion dollar corporations. The Showcase’s primary partner, Koeppl Direct, is a company that began as a small entrepreneurial shop that has quadrupled its revenue in just the past 12 months. In addition to this program, ERA also will sponsor an FBLA-PBL competitive event for the 2006 National Leadership Conference in Nashville, Tennessee.

### **FBLA/PBL Student Organization CEO Jean Buckley**



## ACTE BUSINESS EDUCATION DIVISION STUDENT ORGANIZATION AWARDS

Spring 2006

### Please share with all potential nominators

There are many students who are involved with career and technical education student organizations and are excellent candidates for national recognition. However, it takes someone to recognize this and to nominate these students. If you are a **current member** of the **Business Education Division of ACTE** you may nominate a student for the Student Organization Awards. **Your current membership number must be on the nomination form and will be verified.**

We will recognize secondary and post-secondary students who exceed a minimal rating for these awards. One award will be given for each region of ACTE for the secondary level and one for the post-secondary level. Please feel free to make copies of the application to share with other professionals, or contact the committee chair for additional copies.

Colleen Hunt  
Iowa Department of Education  
Grimes State Office Building  
Des Moines, IA 50319-0146  
colleen.hunt@iowa.gov  
Work: 515-281-0319  
Fax: 515-281-6544

Thank you for your support of student organizations.

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### ACTE BUSINESS EDUCATION DIVISION OUTSTANDING BUSINESS EDUCATION STUDENTS AWARDS

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#### CRITERIA

This award is designed to provide recognition to five secondary and five post-secondary outstanding students who have demonstrated leadership potential through enrollment in business courses and involvement in career and technical student organization activities as well as the school and community.

#### ELIGIBILITY

Secondary or post-secondary students must be nominated by a member of the Business Education Division of the Association for Career and Technical Education (ACTE). The nominee must be a local, state, and national student member of Business Professionals of America, Future Business Leaders of America-Phi Beta Lambda, or Pi Omega Pi at the time of the nomination. The students must be enrolled in school through December of the school year of nomination and must not possess a baccalaureate degree prior to that December. One secondary and one post-secondary student per ACTE region will be recognized.

#### REGULATIONS

1. The award entry form and supporting documentation for the nomination must be postmarked no later than **June 1** of the current school year.
2. Members of the student organization committee of the Business Education Division of ACTE will screen the materials of the nominees.
3. Notification to the recipients of the award will be made by **October 15** of the following school year.

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## ACTE BUSINESS EDUCATION DIVISION STUDENT ORGANIZATION AWARDS

4. The recipients of the award will be recognized at the opening session of the Business Education Division at the annual ACTE Convention in December of the school year following nomination. The recipients will be responsible for all travel expenses if they attend the ACTE convention. Attendance at the ACTE Convention by the recipients is not mandatory to receive recognition.
5. All materials must be typewritten. The following must be submitted in **one letter-size manila folder** by the postmark deadline of **June 1**:
  - Five copies (original and/or copy) of the rating sheet with nominee information block completed.
  - Five copies (original and/or copy) of the completed entry form.
  - Five copies (original and/or copy) of a **one-page letter** of application for the award from the nominee.
  - Five copies (original and/or copy) of a brief (**not to exceed two pages**) resume of the nominee.
  - Five copies (original and/or copy) of a **one-page** essay written by the nominee outlining his/her success and future career plans, and how involvement in business courses and a career and technical student organization has enhanced the student's leadership and professional development.
  - Five copies (original and/or copy) of one letter of recommendation (**not to exceed one page**) from the nominee's business education teacher or career and technical student organization local or state advisor.
  - The above materials should be **paper clipped into five sets**. One copy of each document makes up a set.
6. Photographs are not allowed. No other materials will be accepted. Materials will not be returned.
7. The nomination materials should follow the same sequence given on the rating sheet. If information is not available for a particular criterion, include a statement to that effect.
8. Judges must deduct 1 to 10 points from the scores of nominees who submit materials by the stated deadline but do not adhere to the award guidelines for the submission of proper materials.
9. Nominees failing to submit the proper materials by the stated deadline will be disqualified.
10. The letter of application, resume, and essay must be prepared by the student member — not teachers or advisors. Teachers or advisors should serve as consultants to ensure that these materials are well organized, contain substantiated statements, and are written in a business style.

### PROCEDURE

Criteria for selection of the nominee should include:

- Business course(s) or program(s) in which the student is currently enrolled or has completed.
- Years of participation in career and technical student organization activities.
- Extent of participation in conferences sponsored by the local, state, and national associations of the career and technical student organization.
- Officer and committee chair positions held in the career and technical student organization.
- Participation in school and community activities.
- Awards and honors received.
- Career plans.

The materials submitted should address the above criteria.

### JUDGING

There will be a panel of judges from the student organizations committee of the Business Education Division of ACTE. Judges will use the rating sheet attached to these guidelines to evaluate the materials submitted by the nominee. **Students must achieve an average rating from the judges of at least 70 points to receive the award.** All judges' decisions are final.

ACTE BUSINESS ED. DIVISION STUDENT ORGANIZATION AWARD ENTRY FORM

(Revised 07/7/05)

ACTE BUSINESS EDUCATION DIVISION

Entry Form for Outstanding Business Education Student Awards

ACTE Region \_\_\_\_\_ Secondary   
Post-Secondary   
Name \_\_\_\_\_  
Complete home address \_\_\_\_\_  
\_\_\_\_\_  
Name of School \_\_\_\_\_  
Complete Address of School \_\_\_\_\_  
\_\_\_\_\_  
Home Phone \_\_\_\_\_ School Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Career and Technical Student Organization Membership:

Business Professionals of America       Future Business Leaders of America-Phi Beta Lambda  
 Pi Omega Pi

Member of Business Education Division of ACTE Making Nomination:

Name \_\_\_\_\_ State \_\_\_\_\_  
ACTE **current** membership number \_\_\_\_\_  
Complete home address \_\_\_\_\_  
\_\_\_\_\_

*I certify that the attached nomination materials are my own work* \_\_\_\_\_  
Signature of Student/Nominee

FOR OFFICE USE:

\_\_\_\_\_ Date Postmarked  
 (5) entry form  
 (5) letter of application  
 (5) résumé  
 (5) essay  
 (5) letter of recommendation  
 (1) letter-size manila folder  
other: \_\_\_\_\_

POSTMARK NO LATER THAN  
JUNE 1, 2006, AND MAIL TO:

Colleen Hunt, Consultant  
Iowa Department of Education  
Grimes State Office Building  
Des Moines, IA 50319-0146  
Phone: (515) 281-0319  
Fax: (515) 281-6544  
E-mail: colleen.hunt@iowa.gov

**ACTE BUSINESS ED. DIVISION STUDENT ORGANIZATION AWARD RATING SHEET**

*(Revised 07/7/05)*

**ACTE BUSINESS EDUCATION DIVISION**

**Outstanding Business Education Student Awards Rating Sheet**

Points given may range between zero and the maximum number indicated.

**BUSINESS COURSES/PROGRAMS**

Business course(s) or program(s) currently enrolled/completed \_\_\_\_\_ 10

**CAREER & TECHNICAL STUDENT ORGANIZATION LEADERSHIP AND INVOLVEMENT**

Year(s) of membership	_____ 5	
Local office(s) holding/held	_____ 10	
State and/or national office(s) holding/held	_____ 10	
Committee chair positions(s) holding/held	_____ 10	
Attendance at state leadership conferences	_____ 5	
Attendance at national leadership conferences	_____ 5	
Participation in competitive events on the state level	_____ 5	
Participation in competitive events on the national level	_____ 5	_____ 55

**OTHER LEADERSHIP ROLES**

Participation in other school activities	_____ 5	
Participation in community activities	_____ 5	
Awards and honors	_____ 5	
Career plans	_____ 5	_____ 20

**MATERIALS FORMAT**

Information follows sequence of rating sheet	_____ 5	
Clear and concise presentation of facts with logical arrangement	_____ 5	
Correct grammar, punctuation, spelling, and acceptable business style	_____ 5	_____ 15

<i>Nominee Information</i>	
To be completed by nominee:	
Name _____	
ACTE Region _____	
Secondary <input type="checkbox"/>	Post-Secondary <input type="checkbox"/>

SCORE \_\_\_\_\_ 100

Total points deducted for not adhering to regulations \_\_\_\_\_

Final Score \_\_\_\_\_

Judge's Signature \_\_\_\_\_

## NBEA NASBE EVENTS

Please **let us know** if you will be attending these events as we will need counts for meals/food. Copy this page and E-mail Jean Kyle, NASBE President at: [Jean.Kyle@state.mn.us](mailto:Jean.Kyle@state.mn.us)

### WEDNESDAY, APRIL 12

☐ 8:30 A.M. – 11:30 A.M.

#### **NASBE BREAKFAST & RAPSESSION**

*Courtesy of Thomson/South-Western*

Communication session for state and local supervisors concerning business education trends and issues.

Presiding: Jean M. Kyle, Minnesota Department of Education, Roseville, MN (NASBE President)

**Location:** Tampa Convention Center **Room 13**

☐ 1:30 P.M. – 2:30 P.M.

#### **NASBE OFFICER TRAINING**

Presiding: Jean M. Kyle, Minnesota Department of Education, Roseville, MN (NASBE President)

**Location:** Tampa Convention Center **Room 6**

### THURSDAY, APRIL 13

☐ 6:00 P.M. **NASBE SOCIAL**

*Sponsored by Glencoe/McGraw-Hill*

**Location:** To be Determined

### FRIDAY, APRIL 14

☐ 7:00 A.M. – 8:30 A.M.

#### **NASBE EXECUTIVE COMMITTEE MEETING**

Presiding: Jean M. Kyle, Minnesota Department of Education, Roseville, MN (NASBE President)

**Location:** Tampa Convention Center **Room 6**

☐ 3:45 P.M. – 4:45 P.M.

#### **NASBE BUSINESS SESSION**

Presiding: Jean M. Kyle, Minnesota Department of Education, Roseville, MN (NASBE President)

**Location:** Tampa Convention Center **Room 7**



**Colleen Hunt (IA) and Jean Kyle (MN)**

## NASBE SOCIAL - Hereford House, KC



**Deb Seehorn, (NC), Anna Nemesh (MD)**



**Denise Roseland (WI), Lanette O'Hern (WI)**



**Katherine Cliatt & husband Ken (SC)**



**Jean Buckley (VA) and Diane Villagomez (FL)**



**Barb Bielenberg (IA), Maurice Henderson (MI), Kara Burkett (TN)**

## Business Professionals of America

### ***Business Professionals of America is Pleased to Announce the Appointment of Marty Richards to the Position of President & CEO.***

A native of Spartanburg, South Carolina, Mr. Richards received a BA in English and Political Science from Wofford College and a Masters in Political Science and Public Policy with graduate level course work in Public Administration from Ohio State University. Recently he completed a certificate in Fund-raising Management from Indiana University's School of Philanthropy and is currently a Master's candidate in the Philanthropic Studies Program at Indiana University.

He has served as the economic planner for Greenville County, South Carolina; Chairman of the Political Science Department at Spartanburg Methodist College; a political science instructor at the University of South Carolina Spartanburg; and co-manager of the 1992 US Senate campaign of former Congressman Tommy Hartnett. Most recently he served as the Executive Director of the Spartanburg Technical College Foundation.

Mr. Richards brings extensive experience and a proven track record to our organization. He is aware of who we are and the value we place on every member. "Having spent the past eleven years as the head of a community college foundation, where fund-raising was my primary focus, I am now looking forward to spreading my wings and working for the highly respected Business Professionals of America. As President of BPA, I plan to continue utilizing important skills learned in years of development and fund-raising, but with a flair for creativity in marketing, management, and events, I hope to energize and bring new ideas to the organization. I am excited about the educational focus of BPA and am hopeful that I can be a creative force for the organization. I look forward to meeting many of you as we all work together for growth, enhanced educational opportunities, a stronger organizational presence in the business community, and a greater understanding of the benefits BPA has to offer to our young people and their future employers."

Mr. Richards has demonstrated his civic responsibility by serving on numerous cultural, artistic, athletic, and

community service organizations. He is a member of Who's Who in America, Who's Who in the South and Southwest, Who's Who in the World, and a lifetime member of America's Registry of Outstanding Professionals.



### **Business Professionals of America and Senior Centers of Tennessee, Inc. Commence Partnership**

Business Professionals of America is pleased to announce the formation of a partnership with Senior Centers of Tennessee, Inc. This partnership will enable students from BPA chapters the exciting opportunity to work as interns and volunteers with a sizeable non-profit organization. The partnership will serve as a tool for students to gain additional exposure to and a heightened understanding of business concepts, and the components of running a large organization.

As the program becomes more defined through ongoing conversations and meetings with the staff and directors at Senior Centers of Tennessee, BPA students will have the opportunity to work in the areas of management, information technology, finance, graphic design, and marketing.

This is an exclusive partnership for Business Professionals of America students only. BPA students will greatly benefit from their interaction with seniors as they are exposed to the benefits of inter-generational learning. This will give students many wonderful and important life skills that will compliment the business skills they are learning in the classroom.

**Business Professionals of America Launches New Gift Program by Marty Richards, President & CEO, National Staff**

Business Professionals of America has launched an important new gift program that they would like all of their friends and supporters to be aware of. The program allows individuals or businesses to make a tax-deductible gift to Business Professionals of America as a way of paying tribute or memorializing someone important to them.

## Business Professionals of America, *continued*

In exchange for the gift, the honoree or the family of one being remembered, receive a special note from Marty Richards, President of Business Professionals of America, informing them of the gift. The note is a personal expression of caring and warmth and explains the good work the gift received in their honor or remembrance will perform. The note also lets them know who made the gift should they like to acknowledge the gift as well.

These gifts are a perfect way to honor someone for their Birthday, at Christmas, Valentine's, Easter, Chanukkah, Mother's, Father's or Grandparents Day. It is also a special way to memorialize someone at the time of their passing.

Additionally, the donor receives a thank you and tax-receipt from Business Professionals of America acknowledging their gift. All gifts will be listed in Business Professionals of America's quarterly publication, the *COMMUNIQUE*.

If you are committed to the educational programs, mission, and vision of Business Professionals of America, then this unique gift program is the perfect way to show you care for someone and at the same time support the organization you care about. The recipients of your generosity will be pleased to know that your gift will be working to assist thousands of students across the United States with their career and educational goals.

For additional information feel free to contact, Marty Richards at 614-895-7277, ext. 106 or at [mrichards@bpa.org](mailto:mrichards@bpa.org). Gifts should be sent (Please make checks payable to Business Professionals of America) to Business Professionals of America, 5454 Cleveland Avenue, Columbus, Ohio 43231.

These transactions can also be completed over the phone with a credit card. Please call Crystal Eastwood at 614-895-7277, ext. 101 and have your credit card information readily available. Please note the purpose of your gift and to whom an acknowledgement of your gift should be directed to.

### Shop at Albertson's to Benefit BPA

Shoppers at Albertson's will soon be able to use their Preferred Savings Card to benefit Business Professionals of America. Using a code assigned to BPA, they can link their card to BPA by completing a form. Subsequently, each time they shop at Albertson's and use their Preferred Savings Card, a percentage of their sale is donated to BPA.

### Business Professionals of America (BPA) and the National Technical Honor Society (NTHS) Forge a Partnership

BPA and NTHS are pleased to announce the creation of a mutually beneficial partnership that will promote educational excellence in the United States. Both organizations will be working together to reach the following objectives:

- Build a stronger image for career and technical education
- Encourage and reward higher scholastic achievement
- Promote organizational growth for BPA and NTHS
- Bring increased recognition to both organizations
- Provide significant recognition for BPA professional members who promote educational excellence
- Offer extended services, benefits, and programs to BPA and HTHS members and member schools
- Encourage the sharing of ideas and resources for the mutual benefit of both organizations
- NTHS recognizes the importance of active Career and Technical Student Organization membership and will strongly encourage membership in these organizations as a standard for NTHS membership
- Each confirmed national BPA member who joins HTHS will receive additional recognition

The desire of both organizations is that the partnership will result in the endorsement and promotion of NTHS by BPA to its member schools, and will allow HTHS to participate in BPA events and conferences as an essential team member.

# National Standards Reflect Broad Business Context

By James R. Gleason, Ph.D.

Responding in part to the Career Clusters initiative of the State Directors of Career and Technical Education, MarkED/Career Paths has identified four of the 6 Clusters to be of particular interest due to their focus on business enterprise. Research indicates that career opportunities in these four clusters are closely related in that they utilize a common base of core business skills. These clusters include:

- 1) Business, Management, and Administration
- 2) Finance
- 3) Hospitality and Tourism
- 4) Marketing, Sales, and Service.

Viewed together, these clusters represent a comprehensive *business administration* model supported by a set of core business concepts with specialized skills and concepts for each of the four career clusters. This approach parallels a typical college business administration program in which students select specific majors or areas of specialization.

In June 2005, MarkED/Career Paths released the first in a series of reports that ultimately will define both marketing and business education within the broader parameters of the new business administration model. This first phase of a continuing curriculum research initiative addressed a wide range of career options in career areas such as marketing, finance, hospitality, human resources, accounting, entrepreneurship, and administrative support. Based on 32 industry focus groups conducted in 8 states, the research identified curricula content critical to *all* students interested in virtually any business career, and additional content critical to marketing students. (Additional research now underway will identify additional content critical to business students interested in other career areas.) This content has been organized into knowledge and skill statements (standards), performance elements and performance indicators.

## Standards

The 11 core business standards, or knowledge and skill statements, are broad-based content standards. They identify what students should know and be able to do as a result of instruction in any of the business-related clusters within the overall business administration model. These statements encapsulate the overarching intent/purpose of a work function. Six additional standards represent critical knowledge and skills for the marketing cluster.

**Performance Elements.** Each knowledge and skill statement is composed of multiple performance elements, each of which is further defined by **performance indicators** (competencies) that are specific work-based actions—either knowledge or skills.

## Curriculum Structure

The curriculum for each cluster is divided into four tiers of specificity: the business administration core, the cluster core, the pathways, and the pathway/career specialties. Specifically, each cluster is defined in terms of career pathways that are further defined by specific, closely related careers. For example, the finance cluster encompasses pathways such as banking, insurance, and business financial management. The latter pathway consists of career specialties such as accountants and financial analysts. Each cluster is similarly defined by its own pathways and careers.

Phases two and three of the current curriculum research initiative will review and revise the structure of each cluster through extensive industry-based research of business careers and pathways across all four clusters. Modifications to the existing structure are likely.

**Tier 1: Business Administration Core.** The business administration core consists of content common across the four clusters of interest. Data from more than 200 business participants, along with exhaustive secondary research, resulted in hundreds of specific content suggestions. Content recommendations that support all four clusters provide the basis for the eleven common standards (knowledge and skill statements) addressing:

- Communications
- Economics
- Emotional Intelligence
- Financial Analysis
- Human Resource Management
- Information Management
- Business Law
- Strategic Management
- Marketing
- Operations
- Professional Development

Each of the above areas is further defined by a comprehensive standards statement that is supported by a series of performance indicators (primarily concepts and cognitive skills). Additional foundational content required of all 6 career clusters was infused

## National Standards, *continued*

throughout the curriculum model, including:

- Academics
- Problem solving and critical thinking
- Information technology applications
- Systems
- Safety, health, and environment
- Leadership and teamwork
- Ethics
- Employability and career development
- Technical skills

It is particularly important to note that the above lists are *not* lists of recommended courses. Rather, each standard represents content that should be embedded in the course of study for all students of business. The marketing standard in the business administration core, for example, includes only two performance indicators. The implication is that all business students need to understand the marketing concept and have a basic knowledge of the marketing functions. However, not all business students require in-depth knowledge of marketing or specific marketing skills. Similarly, the financial analysis standard includes a very small number of accounting competencies appropriate for all students. The majority of these competencies are identified in the finance cluster and are designed for those students “majoring” in the finance area. [Learn more about the new Business Administration model at [www.Career-Paths.org](http://www.Career-Paths.org) (curriculum/standards page).]



Standards and corresponding performance indicators begin with the broad business administration core. As we move up the tiers, indicators focus on increasingly specialized aspects of career preparation.

Since the actual scope of content recommended for each of these core standards is relatively gen-

eral, much of it might be delivered as “principles of business” and “business management” courses, or embedded within a marketing (or other cluster) sequence of courses. These core business standards represent tier one of the curriculum model that resulted from the first phase of research.

**Tier 2: Cluster Core.** The second tier of specialization represents the skills and knowledge that are common to each individual cluster, but that are not common to all four clusters. The marketing cluster core is based on marketing functions identified in the literature and from the input of industry representatives employed in marketing positions. The marketing core is composed of the following six areas:

- Distribution
- Marketing Information Management
- Pricing
- Product/Service Management
- Promotion
- Selling

Tier two marketing standards, along with the business core, provide the broad content base for all marketing students, including those working at entering the profession and those focused on higher-level management positions. A similar set of tier two cluster standards is under development in finance, hospitality/tourism, and business management/support (i.e., the business, management and administration cluster). (Nomenclature for these clusters had not been finalized at press time and is likely to change based on additional research.)

**Tier 3: Pathway Content.** The third tier further defines each cluster in terms of broad-based career areas called pathways. Examples of pathways within the marketing cluster might include occupational areas such as:

- Merchandising/Buying
- Marketing-Information Management/Research
- Professional Selling
- Entrepreneurship

In phase two of this curriculum research, which

## National Standards, *continued*

is currently underway, specific pathways will be identified. Each of the pathways recognized in the final report (planned for June, 2006) will be supported by specialized performance indicators. Similar pathways will be developed in each cluster. Pathway examples might include accounting, banking, lodging management, human resources, or administrative services.

**Tier 4: Career Specialties.** The final tier of specialization contains curriculum content unique to a product or service. In the professional selling pathway, for example, career opportunities might include specialties such as real estate sales, industrial sales, or pharmaceutical sales. Other examples might include the addition of specialized product or operations knowledge such as apparel/fashion or services marketing.

### Academic Integration

Business administration embraces many critical, challenging career fields, many of which apply economic concepts, psychology, and sociology. A successful business career depends on the application of mathematics and English language principles, the use of scientific problem-solving skills, and the application of computer technologies to business situations. Given the current educational environment, with its emphasis on traditional academics and college preparation, particular attention was given to related academic standards throughout the development of the business administration model. National standards were carefully reviewed for each of the following academic areas:

- Language arts
- Mathematics
- Social Sciences
- Social Studies

Although core academics have for many years been integrated throughout marketing and business curricula, it is particularly important today that all business and marketing faculty accept responsibility for:

- Reinforcing key academic skills throughout the teaching/learning process.

- Embedding critical, industry-validated academic skills into the assessment process.
- Managing the relationship with academic teachers to help encourage contextual teaching of academics and to foster an integrated strategy for the delivery of both technical and academic skills throughout each student's overall course of study.

### Implications

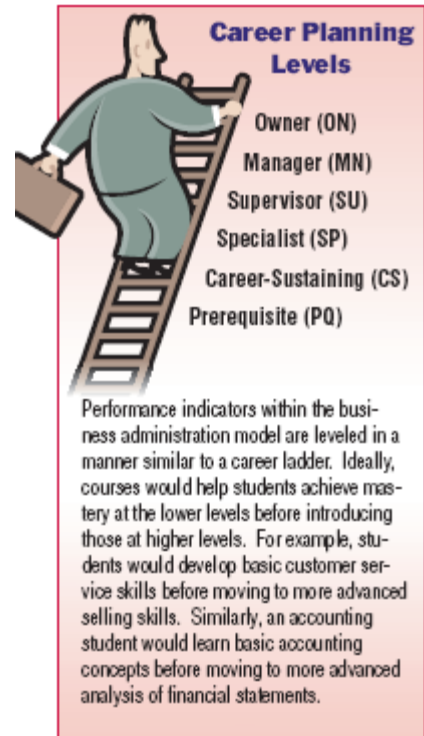
Each local teacher must make a final determination regarding the impact of these new standards on his/her respective situation. MarkED/Career Paths researchers believe that the new model and associated standards should be carefully considered for these reasons:

- They provide a solid, research-based starting point for all students of business, thereby helping each individual make more meaningful decisions about course-taking, selection of majors, and career preparation in both high school and college settings.
- Adopting the standards will move curriculum closer to the real-world demands of business. For example, a marketing program focused on industry-based curriculum research would include less emphasis on advertising than is typical of many local classes, and increased emphasis on marketing information management and research.
- Research-based standards can help educators fulfill accountability requirements of Perkins legislation, including significantly increased requirements in the new bill. Standards provide the basis for assessment and for documenting accomplishments of students enrolled in business and marketing programs.
- The business administration model provides specific standards and supporting performance indicators that lend themselves to integration and articulation among marketing courses, business courses, and academic courses. They provide a vehicle to encourage dialogue, teamwork, and a focus on student needs as identified by the business community.

## National Standards, *continued*

- The model is closely aligned with college business programs and provides opportunities for developing a stronger relationship with colleges and schools of business. It supports initiatives such as CLEP testing, dual credit arrangements, course waivers, and other options to help better position college-bound business students.
- The standards and associated performance indicators provide a direct connection with DECA competitive events. As additional phases of the curriculum research are completed, similar opportunities may be available through FBLA, BPA, and other student organizations.
- Nationally accepted, industry-based standards make possible the development of a portable credential. Various assessments to support such credentials are under development in conjunction with the A\*S\*K Institute, with certification exams available through NOCTI or A\*S\*K, or other providers.
- The business administration curricula provide the basis for a new delivery model currently under development. The High School of Business model, patterned in part after Project Lead the Way, will offer a high-level course of study targeted at future college business majors.

MarkED/Career Path's continuing curriculum research initiative will provide a common knowledge base for all business students, along with specialized standards and associated performance indicators for a wide range of career-focused business programs, including marketing, finance, hospitality/tourism and various business operations. The research will help position business and marketing programs relative to current educational priorities and to demands of Perkins and similar legislation. Most importantly, the research findings will help ensure that all business programs are focused on helping individual students learn key concepts and develop key skills critical to future successes in the highly competitive real-world business environment.



James R. Gleason, Ph.D. is president of MarkED/Career Paths. The organization is a not-for-profit curriculum research center serving business, management, marketing, and entrepreneurship programs throughout North America. Beth Osteen, VPR&D, MarkED/Career Paths, was the principal researcher for the phase one research on which this article is based. Additional information on the continuing research initiative for business administration is available at: [www.Career-Paths.org](http://www.Career-Paths.org)



# NOMINATION FORM

## BUSINESS EDUCATION NATIONAL HALL OF FAME

The primary purpose of the *Hall of Fame* is to pay tribute to those men and women who have made significant contributions to business education. To be nominated, a candidate must have been an active business educator (teacher, lecturer, author, supervisor, publisher, inventor) and have been deceased at least three years prior to the May 1 deadline.

Please use the following headings to provide information regarding your nominee. In using attached pages, key the page to the appropriate heading. In some instances, information on the nominee may be difficult to obtain. If so, send as much data as possible along with a request to seek additional supporting evidence. Requests must be postmarked by May 1, 2006, for the year 2006 nomination.

Candidate's Name:

1. Why You Believe This Person Should Be Elected to the Business Education National Hall of Fame:
2. Education and Degrees:
3. Dates and Places of Employment:
4. Date of Death:
5. Professional Organizations:
6. Professional Activities:
7. Honors/Achievements/Awards:
8. Research:
9. Publications:
10. Other Contributions to Business Education:

Name(s), Address(es) and Telephone Number(s) of **Relatives/and or close acquaintances:**

Name and Address of **Nominator:**

Work Phone Number: \_\_\_\_\_ Home Phone Number: \_\_\_\_\_

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

### *Business Education National Hall Of Fame*

John Robert Gregg	1979
Frederick George Nichols	1979
Peter L. Agnew	1981
James W. Baker	1981
Gilbert Kahn	1983
Christopher Latham Sholes	1983
McKee Fisk	1985
Paul Sanford Lomax	1985
Hamden L. Forkner	1988
John L. Rowe	1988
Robert E. Slaughter	1988
Gladys Bahr	1989
Helen Reynolds	1989
Paul A. Carlson	1996
Louis A. Leslie	1996
Karen R. Gillespie	1998
Ruth I. Anderson	2000
Lloyd V. Douglas	2000
Dorothy L. Travis	2000
Elvin S. Eyster	2002
Ray G. Price	2002
T. James Crawford	2004
Russell J. Hosler	2004
Herbert A. Tonne	2004

\*\*\*\*\*

Mail to: Mary Margaret Hosler  
 Department of Information Technology and Business Education  
 University of Wisconsin-Whitewater  
 800 West Main Street  
 Whitewater, WI 53190  
 Phone Number: (608) 868-4058, FAX Number: (262) 472-4863  
 E-Mail: hoslerm@idcnet.com

**Nominations must be received by May 1, 2006, for the Fall 2006 award.**

(reprinted from Delta Pi Epsilon)

## ACTE Pictures - Kansas City, December, 2005



ACTE Opening Speaker, **Jennifer James**, Cultural Anthropologist

**Tom Vander Ark**  
Director of the Bill and Melinda Gates Foundation's Educational Initiatives  
Friday General Session Speaker



Session Speaker **Chad Foster**, on "Financial Literacy for Teens"



Humorist **Mary Feeley** presented the **Edutainment** for the closing session, substituting for Loretta LaRoche, who was caught back East by the snowstorm.



Student volunteers with Business Opening Session speaker **Michael Aronin**

**Katherine Cliatt**,  
*South Carolina Department of Ed.*  
NASBE Secretary



**Greg Valentine**,  
Indiana



**Kara Burkett**,  
*Tennessee Department of Ed.*  
NASBE VP



## Business Awards at ACTE in December, 2005



**Diane Villagomez (Florida DE) Outstanding Service Award**



**Tom Cunningham, Glencoe/McGraw-Hill Award of Merit**



**Dianna Carpenter, Virginia Outstanding Service Award**



**Doug Smith , Kentucky, Award of Merit**



**Clayton T. Lange, Outstanding Post Secondary Student Award - Region One, Wright State U., Celina, Ohio**



**Colleen Hunt,**  
Iowa, (Awards Chair)  
**Mary Nemesh,**  
Maryland, ACTE Bus. Ed. Division President



# WEBSITES

NASBE - [www.nasbe.us](http://www.nasbe.us)  
NBEA - [www.nbea.org](http://www.nbea.org)  
ACTE - [acteonline.org](http://acteonline.org)  
ISBE - [www.siec-isbe.org](http://www.siec-isbe.org)

DPE - [www.dpe.org](http://www.dpe.org)  
FBLA/PBL - [www.fbla-pbl.org](http://www.fbla-pbl.org)  
BPA - [www.bpa.org](http://www.bpa.org)



## EDUCATION WEB SITES

DiscoverySchool  
<http://www.school.discovery.com>

Kathy Schrock's Guide for Educators  
<http://www.school.discovery.com/schrockguide>

<http://www.school.discovery.com/schrockguide/assess.html>

<http://www.school.discovery.com/schrockguide/eval.html>

<http://www.school.discovery.com/schrockguide/gadgets.html>

Education World  
<http://www.educationworld.com>

[http://www.educationworld.com/a\\_curr/profdev066.shtml](http://www.educationworld.com/a_curr/profdev066.shtml)

[http://www.educationalworld.com/a\\_curr/](http://www.educationalworld.com/a_curr/)

Scholastic  
<http://www.teacher.scholastic.com/>

<http://www.teacher.scholastic.com/products/instructor/cyberhunt.htm>

<http://www.teacher.scholastic.com/products/instructor/activities.htm>

Foundation for the Future of Business  
Education  
<http://www.ffbe.org>

i-SAFE America Internet Safety  
Education Foundation  
<http://www.isafe.org>

Blue Web'n  
<http://www.kn.pacbell.com/wired/bluewebn/>

<http://www.kn.pacbell.com/wired/bluewebn/updates.html>

Filamentality  
<http://www.kn.pacbell.com/wired/fil/>

Teachers.Net  
<http://www.teachers.net>

Internet4Classrooms  
<http://www.internet4classrooms.com>

<http://www.internet4classrooms.com/on-line.htm>

TeachersFirst  
<http://www.teachersfirst.com>

<http://www.teachersfirst.com/matrix.htm>

<http://www.teachersfirst.com/handouts.html>

ProTeacher  
<http://www.proteacher.com>

<http://www.proteacher.com/030000.shtml>

# Warren County School's Technology Bus

## Integrating Keyboarding and Technology Into Elementary Schools

With technology increasing in the society, our school system understands that young people in our county are exposed to computers at earlier ages than in the past. For the school system to meet the needs of students, keyboarding, technology, and computer skills must be taught at an earlier level than high school.

By teaching keyboarding and technology to younger students, those students will not only be able to keyboard correctly at earlier ages, but they will be able to enroll in more advanced computer and technology classes at the middle and high school levels. Students will be taught the touch method of keyboarding as well as proper techniques and proper body position while keying. In addition, computer and technology skills will be taught. The benefits of teaching keyboarding, computer skills and technology in earlier grades are:

1. Students can be instructed on proper keyboarding and computer use from the beginning.
2. Students should not develop the hunt and peck method of keyboarding because they will be taught proper reaches to the keys with the correct fingers. The improper techniques associated with the hunt and peck method become ingrained making it hard to develop proper technique competencies.
3. Development of improper techniques can be eliminated because students will learn proper techniques from the beginning. Once improper techniques are developed they can be hard to correct.
4. Introduction to basic computer skills in elementary grades can help students feel more comfortable with computers. They will see that computers are fun and easy to use.
5. Higher level computer classes can be taken at the middle and high school levels.
6. Teaching technology will prepare students to enter the technological and computerized society. Students will understand technology and become well informed in the basics of technology.

Introducing keyboarding to elementary students seems to be the logical thing to do. Students will be introduced to keyboarding at earlier levels and each year they will learn more keys while refining what they learned the previous year. Learning correct keyboarding and proper techniques in the elementary grades will give students a head start toward developing the skills needed for future computer use.

Warren County School System implemented a new program during the 2002-2003 school year called

the Technology Bus. The Technology Bus travels during the school year to all the elementary schools in Warren County teaching technology, computer skills, and keyboarding. This program is designed to teach proper keyboarding techniques and familiarize the student with the alphabetic, number, punctuation, and service keys. Computer and technology topics are also covered. This school year is the fourth year for the traveling technology bus.

The bus is a regular school bus that has been remodeled into a computer lab. The lab consists of 22 IMAC computers and 1 printer. The bus has roof top HVAC units that provide heat and air and an ADA entrance ramp at the back. The software used to teach keyboarding is a Southwestern Book Company program called Typing Time. There is also a book to supplement the program. The current keyboarding vocational competency profiles were used to determine which competencies should be mastered at each grade level.

The technology bus travels around to eight different schools during the school year. The main topics taught are keyboarding, basic computer technology, and proper computer techniques. The bus spends three to eight weeks at each school depending on the student enrollment at each school. The program targets students in the third-fifth grade level. Students attend the keyboarding bus every day for a period of 30-60 minutes. The actual day schedule and length of each class depends directly on the individual school, the elementary teachers at each school, and the elementary principals at each school. The schedule needs to be flexible enough to meet the various needs of each school since there are different enrollment numbers at each school. The cooperation of all involved parties is very important to the success of the bus at each school. Every elementary school has been very cooperative and very accepting of the technology bus. All principals, teachers, and staff members at each school have welcomed me and helped me become a member of the school staff.

This project has been a great success as I can see from the excitement and success of the students. Students come to the bus excited and wanting to learn as much as possible. As students progress through the program from third to fifth grade they will continue with the curriculum based on what they learned the previous year. The goal by the end of the fifth grade year is for students to learn as many keys as possible, keying at a moderate speed, demonstrating proper techniques,

## Technology Bus, continued

developing computer skills, and understanding technology.

As a previous keyboarding teacher at Warren County High School, I see the benefits of teaching keyboarding in earlier grades. When students take keyboarding at the high school level, they may have already developed some bad techniques such as hunt and peck that are very hard to correct. The improper techniques will not be developed if keyboarding is taught in earlier grades and since keyboarding is a cumulative skill, what can be perfected at one level is heavily dependent upon what has been refined at a previous level. In addition, some students may feel uncomfortable with computers. Some may be intimidated by computers because they may not have been instructed on proper computer use. By teaching keyboarding at an earlier level, students will feel more comfortable with computers and they will know how to use computers correctly.

### Results of Warren County Schools Technology Bus

The technology bus has been operating since August 21, 2002. The bus visited eight schools during the 2002-03, 2003-04, 2004-05 school years. The bus has visited four schools so far during the 2005-06 school year. The technology bus has been a huge success. Students are excited to come to the bus and learn about technology, computers, and keyboarding. The motivation shown by the students is tremendous. Students understand the importance of technology and the need for keyboarding. They also see their success in keyboarding depends on how well they learn the skill from the beginning. The students have learned the skill with great ease. Not only have the students learned how to keyboard, they have learned how to keyboard correctly. This means that students have learned the proper techniques from the beginning and demonstrate those techniques each day. There are no improper techniques for these students to correct later because they are learning correctly from the beginning.

The first year (2002-03) of the technology bus exceeded all expectations. During the first year, students learned technology, proper keyboarding posture, and several keys on the keyboard. The second year (2003-04) students continued with their learning of technology, posture, and more keys. In the second year it was shown that students definitely remembered the skill and the techniques. Not only did students remember what was taught the previous year, they way they learned keyboarding allowed them to be able to pro-

ceed at a faster pace the second year. Students have been able to learn new reaches while refining what they learned the first year. I have been amazed at how well the students learned the letter reaches, remembered the letter reaches, and have built upon what they learned the previous year. The first year of the technology bus definitely provided a great stepping-stone for learning more letters on the keyboard.

Students are also instructed on the use of technology in today's society. Students identify the parts of a computer as well as develop an understanding what those parts do. Students also learn how to care for computers and disks. Students are amazed at the amount of technology they encounter each day.

The Warren County School System has definitely helped prepare its students to meet the challenges of the computerized and technological society. By introducing computer skills, technology skills, and keyboarding earlier, students will be more prepared as they progress through their school years. Each day student's progress increases. Who would have ever thought that third, fourth, and fifth graders would be keying reports, papers, and assignments on the computer? These things are now possible because our school system saw the need for technology education in earlier grades. Warren County has developed something that is fun as well as educational for students. Warren County's Traveling Technology Bus is a huge success, and students are enjoying the ride on the road to technological success.



# MEMBERSHIP in NASBE

Please print and complete the form to be included in the NASBE Directory. Your check of \$15 for membership as an active or associate member of NASBE will be greatly appreciated.

**Return to:**

Sherry Franklin, NASBE Treasurer  
Tech Prep Coordinator  
Hinds Community College  
P O Box 1100  
Raymond, MS 39154-1100  
Phone: 601-857-3473, Fax: 601-857-3535  
E-mail: [sdfranklin@hindsc.edu](mailto:sdfranklin@hindsc.edu)



## 2005-2006 NASBE DIRECTORY INFORMATION FORM

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### SUPPORT YOUR NASBE ORGANIZATION BY BECOMING A MEMBER!!

**Active Members** are Business Education program supervisors who are direct employees of a state, region, or local education agency. Each active member of NASBE present at the NASBE business meetings at ACTE and NBEA conventions is eligible to vote. **DUES ARE \$15.**

**Associate Members** are persons from the field of business who are interested in supporting the purposes of NASBE. Associate members may pay dues and become non-voting associate members. Associate members may include student organization directors, association directors, members of the U.S. Department of Education, publishers, vendors, and former state supervisors of business education. Associate members may attend all meetings of the association and may, upon request to the presiding officer, be extended the privilege of the floor. **DUES ARE \$15.**

**NOTE: Membership is July 1 – June 30. To be included in directory, information must be post-marked ASAP. After the ACTE Conference, only paid members receive correspondence.**



## ***NASBE Membership***

Membership in the Association for Career and Technical Education shall be a requirement for active membership in NASBE. There are three kinds of membership available in NASBE: *active, associate, and honorary*.

### **Active Members**

State, regional, and local supervisors (including assistant supervisors and district supervisors with direct responsibility for program development and/or Business Education co-curricula student organizations) of multiple Business Education programs who are direct employees of a state, region, or local educational agency may become active members. Each active member of NASBE present at the NASBE Business meetings at ACTE and NBEA conventions is eligible to vote.

### **Associate Members**

Associate members are persons from the field of business who are interested in supporting the purposes of NASBE and are members of ACTE. Associate members may pay dues and become nonvoting associate members. Associate members may include student organization directors, association directors, members of the U.S. Department of Education, publishers, vendors, and former state supervisors of Business Education. Associate members may attend all meetings of the association and may, upon request to the presiding officer, be extended the privilege of the floor.

### **Honorary Members**

Honorary members are persons who are officially concerned with administration and supervision of vocational education as well as others, including those in the fields of vocational education, who are actively and materially assisting to encourage and to develop Business Education. Honorary members may be elected by a majority vote of the active members present at any business meeting upon proposal by the Nominating Committee. Honorary members **do not** pay dues and are **nonvoting** members.

Honorary members may attend all meetings of NASBE and may, upon request to and/or by the presiding officer, be extended the privilege of the floor. Honorary membership will be presented to the NBEA Executive Director, ACTE/BE Division Vice President, and the CEO's of Business Professionals of America and the Future Business Leaders of America/Phi Beta Lambda (effective July 1, 1995).

### **Membership Year**

The membership year shall coincide with that of the Association for Career and Technical Education.



## **2005-2006 ACTE/BE COMMITTEES**

<u>COMMITTEE</u>	<u>TERM</u>
<b>ACTE/BE Division Policy</b>	
Deborah Seehorn (NC) .....	2003-2005
Jean Kyle (MN) .....	2004-2006
<b>AWARDS</b>	
Anna Nemesh (MD) .....	2004-2007
<b>COMMUNICATIONS</b>	
Barb Bielenberg (IA) .....	2004-2007
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<b>MEMBERSHIP</b>	
Sherry Franklin (MS) .....	2003-2006
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Fred Reed (FL) .....	2003-2005
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Vacant () .....	2004-2007
<b>OPERATING POLICIES</b>	
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<b>CAREER &amp; TECHNICAL STUDENT ORGA- NIZATIONS</b>	
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Mary Nemesh (Past Pres.) (MD) .....	2004-2006
Colleen Hunt (mbr. at large) (MN) .....	2005-2006
<b>PARLIAMENTARIAN</b>	
Maurice Henderson .....	2005-2006

## **MEETING ANNOUNCEMENTS**

- ACTE** - Nov. 30 - Dec. 2, 2006 - Atlanta, GA
- NBEA** - April 12-15, 2006 - Tampa Bay, FL  
April 4-7, 2007 - New York, NY
- ISBE** - July 24-29, 2006 - Faroe Islands
- NCBEA** - November 2-3, 2006 - Springfield, IL
- MPBEA** - June 14-17, 2006 - Denver, CO
- SBEA** - October 18-21, 2006 - Atlanta, GA
- WBITE** - February 17-20, 2006 - Honolulu, HI
- EBEA** - October 12-15, 2006 - San Juan, PR

## **NEWSLETTER EDITOR**

Barbara J. Bielenberg  
Head Teacher, Business Education  
Sioux City Community Schools  
1121 Jackson Street  
Sioux City, IA 51055  
E-mail: [bielenb@sioux-city.k12.ia.us](mailto:bielenb@sioux-city.k12.ia.us)  
or [bielenb46@yahoo.com](mailto:bielenb46@yahoo.com)  
Phone: 712-279-6644  
Fax: 712-279-6747



# NASBE OFFICERS AND INFORMATION



Officers, from left: Jean Kyle, President; Kara Burkett, President Elect; Diane Villagomez, Vice President; Katherine Cliatt, Secretary (not pictured, Sherry Franklin, Treasurer)

## 2005-2006 NASBE OFFICERS

**PRESIDENT** ..... **Jean Kyle**  
Minnesota State Department of Education  
1500 Highway 36 West Roseville, MN 55123  
651-582-8514 *Office*; 651-582-8492 *Fax*  
[jean.kyle@state.mn.us](mailto:jean.kyle@state.mn.us)

**PRESIDENT-ELECT** ..... **Kara Burkett**  
Tennessee Department of Education  
4th Floor - Andrew Johnson Tower  
710 James Robertson Pkwy  
Nashville, TN 37243-0383  
(615) 532-2845 *Office*; (615) 532-8226 *Fax*  
[kara.burkett@state.tn.us](mailto:kara.burkett@state.tn.us) or  
[4kb@bellsouth.net](mailto:4kb@bellsouth.net)

**VICE PRESIDENT** ..... **Diane Villagomez**  
Business Technology Education  
Florida Department of Education  
325 West Gaines Street, RM 701  
Tallahassee, Florida 32399-0400  
[diane.villagomez@fldoe.org](mailto:diane.villagomez@fldoe.org)

**SECRETARY** ..... **Katherine Cliatt**  
Business & Marketing Ed. Associate  
South Carolina Dept. of Ed.  
Columbia, SC 29201  
803-734-5349 *Office*; 803-734-3525 *Fax*  
[kcliatt@sde.state.sc.us](mailto:kcliatt@sde.state.sc.us)

**TREASURER** ..... **Sherry Franklin**  
Tech Prep Coordinator, Hinds Community College  
P.O. Box 1100, Raymond, MS 39154-1100  
601-857-3473 *Office*; 601-857-3535 *Fax*  
[sdfranklin@hindsc.edu](mailto:sdfranklin@hindsc.edu)

**NEWSLETTER EDITOR** ... **Barb Bielenberg**  
Sioux City Community Schools  
1121 Jackson Street - Sioux City, IA 51105  
712-279-6644 *Office*; 712-279-6747 *Fax*  
[bielenb@sioux-city.k12.ia.us](mailto:bielenb@sioux-city.k12.ia.us)

**PAST PRESIDENT** ..... **Deborah Seehorn**  
North Carolina Department of Public Instruction  
301 N. Wilmington Street Raleigh, NC 27601-2825  
919-807-3871 *Office*; 919-80703899 *Fax*  
[dseehorn@dpi.state.nc.us](mailto:dseehorn@dpi.state.nc.us)

## RENEWAL OF DUES

August is the time to renew your membership in **NASBE** and **ACTE**.

**NASBE** is your organization, and it needs your support and input. Be an active participant. Renew your membership and make the commitment that we all work together in making **NASBE** a strong affiliate of the **BE Division of ACTE**.

An application form is included in the newsletter.



NASBE Members at NBEA in Anaheim at NASBE Business Meeting



## ACTE Wants Your E-mail Address

**A**CTE is trying to obtain the year-round e-mail addresses for all members. In order to provide you with additional membership services, they need this information. E-mail is the quickest and sometimes most convenient way for people to communicate. Make sure you contact ACTE at 1-800-826-9972 for additional details.

The *Career Tech Update* Newsletter is now being published in an e-mail format. This newsletter will be free to all ACTE members starting in 2003. This is yet another reason to make sure ACTE has your e-mail address.



**Please submit articles for the next issue of the NASBE Newsletter, and attach a picture of yourself (digital or scanned)**

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